

About the Issaquah Special Education PTSA



The Issaquah Special Education PTSA is a district-wide organization serving the teachers, staff, families and their students that are part of the special education community.

About us

- The only district-wide PTSA in Issaquah
- We represent all schools and grade levels, ages 3 to 21
- We support ALL students with disabilities, including those who receive support through an IEP, 504 plan, MTSS, LAP/Title 1, etc.
- We support school PTSAs and are here to partner and support them in their work.

Mission Focused

Our mission is to build community, empower families, and advocate for students with disabilities in the Issaquah School District.

An overview of Special Education and Section 504

IEPs and 504s are often used interchangeably to refer to students needing extra support. While the way they support students may seem similar, they each stem from different federal laws.

IDEA - the law that established Special Education

IDEA established the right to an appropriate education for ALL children.

IDEA defined special education as “specially designed instruction ... to meet the unique needs of a child with a disability.” This is called an **Individualized Educational Program** or **IEP**.

What is an IEP?

An IEP is *specially designed instruction*. It includes measurable annual goals in the areas that they qualify for services to enable the child to be part of and make progress in the general education curriculum. It also describes how the child’s progress toward meeting the annual goals will be measured.

About Section 504

These plans are covered under Section 504 of the Rehabilitation Act from 1972—a federal civil rights law that protects students from disability discrimination. Section 504 is a precursor to the Americans with Disabilities Act of 1990.

Who is eligible for a 504 plan?

There are two requirements to be eligible for a 504 plan. A child has any disability or a suspected disability and the disability must substantially limit one or more basic life activities. This can include learning, reading, communicating and thinking.

For a 504 plan, a student doesn’t need to have the full evaluation that is required for an IEP.

What do you do if you suspect your child has a disability?

If you suspect there is an undiagnosed disability you need to request a Guidance Team Meeting. This request should be sent in writing (email is fine) to your child's teacher, principal, school psychologist and school's special education teacher. Keep records of your correspondence and copies of all documentation.

What happens if the guidance team decides not to move forward at this time?

The school should provide Prior Written Notice, which is a written explanation describing the rationale that were used as the basis of their decision.

Possible next steps

- At the school, the guidance team May implement supports such as MTSS and will monitor progress or may consider support through section 504
- Parents may consider outside support, an outside evaluation or pursuing support through section 504

Why seek help for a high school student?

- Some high school students with an undiagnosed disabilities Twice Exceptional or 2E students are those who have an exceptional ability in one area, but also a disability.
- Students with undiagnosed learning disabilities can have an impact on their mental and emotional health.
- Proper diagnoses can help with decision making on life after high school.
 - which school or career path to pursue
 - help in testing accommodations
- Students with IEPs and 504s can access support in college

Your partner in your family's special education journey

Issaquah Special Education PTSA is here to help!

- Parent Power Hours—offered twice monthly
- Facebook Group
- Website resources
- Email us with questions!

How to connect



www.issaquahspecialeducationptsa.org



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